



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Children will hear and make different sounds with their voice. With help, they will listen to sounds in words and rapidly join them together to 'blend' them into words. Children will know that putting two words together will make a new word e.g., foot + ball makes football	Children will continue to orally 'blend', listening to two syllables of a word and rapidly 'blending' them together to make the whole word.	Children will continue to orally 'blend', listening to three syllables of a word and rapidly 'blending' them together to make the whole word.	Children will build their oral blending skills, listening to the onset and rime of a word, rapidly 'blending' them together to make the whole word. They will be supported to hear the first sounds in words (segmenting).	Children will use all the oral blending skills they have learnt to hear the individual sounds in words containing three sounds, and rapidly 'blend' them together to make the whole word. They will hear the first and last sounds in words (segmenting).	Children will orally blend (build up) and segment (break up) three-sound words, building on their previous learning. This will help them when they begin to learn sound-symbol correspondences in Reception, when they will 'blend' to read, and 'segment' to write three-sound words.
Systematic Synthetic Phonics Programme Sounds ~ Write	From Reception and throughout Key Stage 1 (Year 1 and 2), we use a programme called Sounds-Write to teach our children about phonics (knowing the sounds in English and how they are represented). This is a respected linguistic phonics programme that teaches the children that letters (graphemes) are used to represent or 'spell' sounds (phonemes). Sounds-Write splits this into Initial Code (our alphabet and some digraphs) and Extended Code (different spellings for the same sound, and the same spelling used for different sounds). Children are taught to 'say the sounds, read the word' to 'blend' to read words. They are taught to 'say the sounds, write the word', when 'segmenting' to write. They are taught about phonemic manipulation and how to read and write polysyllabic words. There is a strong emphasis on revisiting and revising previous learning to enable this to be embedded. Children read books that are matched to their phonic ability and linked to the Sounds-Write programme.					
Reception	Children will learn sound-symbol correspondences (the letter that is used to spell a sound in English). In our phonics programme, Sounds-Write, this is referred to as 'code'. Children will use this knowledge to 'blend' (to read) and	Children will learn new sound-symbol correspondences (code) and they will read and write a wider range of words containing three sounds. New 'tricky words' will be taught and children will read books that are	Children will learn new sound-symbol correspondences (code) and a wider range of three-sound words will be read and written. They will begin to read and write more challenging words containing four sounds.	Children will learn new sound-symbol correspondences (code). They will learn how to read and write words containing up to 5 sounds. They will learn that sometimes two letters are used to spell one sound e.g. sh and ch.	All the sound-symbol correspondences (code) we learnt will be practised. Children will use their 'code' knowledge to read and write words containing up to five sounds, including words containing 'two letters, one sound' spellings. Children	Children will use their 'code' knowledge to read and write words containing up to five sounds, including words containing 'two letters, one sound' spellings. Children will be taught how to read and write words containing two-syllables. Children

	<p>'segment' (to write) words containing three sounds. Some 'tricky words' are taught as to be read on sight, as these cannot be read using 'say the sounds, read the word'. Children will read books that are matched to their phonic knowledge.</p>	<p>matched to their phonic knowledge.</p>	<p>New 'tricky words' will be taught and children will read books that are matched to their phonic knowledge. Children will be supported to use their phonic knowledge to write simple captions and sentences.</p>	<p>Children will read books that are matched to their phonic knowledge. Children will be supported to use their phonic knowledge to write simple captions and sentences.</p>	<p>will be taught how to read and write words containing two-syllables. Children will begin to learn that sometimes we can spell the same sound in different ways, e.g., 'ay' in <u>play</u>, <u>rain</u>, <u>make</u>. Children will read books that are matched to their phonic knowledge. Children will use their phonic knowledge to write simple sentences.</p>	<p>will continue to learn about spelling the same sound in different ways. Children will read books that are matched to their phonic knowledge. Children will use their phonic knowledge to write simple sentences.</p>
<p>Year 1</p>	<p>Children will recap learning from Reception. They will learn new 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will be taught how to read and write words containing three syllables. Children</p>	<p>Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing three syllables. Children will read books that</p>	<p>Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing three syllables. Children will read books that</p>	<p>Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will be taught how to read and write words containing four syllables. Children will read books that</p>	<p>Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing four syllables. Children will read books that</p>	<p>Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing four syllables. Children will read books that</p>

	will read books that are matched to their phonic knowledge.	are matched to their phonic knowledge.	are matched to their phonic knowledge.	are matched to their phonic knowledge.	are matched to their phonic knowledge.	are matched to their phonic knowledge.
Year 2	<p>Children will recap learning from Year 1. They will learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing four syllables. Children will read books that are matched to their phonic knowledge.</p>	<p>Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing five syllables. Children will read books that are matched to their phonic knowledge.</p>	<p>Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing six syllables. Children will read books that are matched to their phonic knowledge.</p>	<p>Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing six syllables. Children will read books that are matched to their phonic knowledge.</p>	<p>Children will revise previous teaching. Children will use their 'code' knowledge to read and write longer passages with increasing fluency. Children will continue to learn how to read and write words containing six syllables. Children will read books that are matched to their phonic knowledge.</p>	<p>Children will revise previous teaching. Children will use their 'code' knowledge alongside their blending and segmenting skills to read and write longer passages with increasing fluency. Children will read books that are matched to their phonic knowledge.</p>



At the heart of all our teaching is helping the children to develop a love of reading. Alongside the teaching of the ‘mechanics of reading’ we want to enable our children to understand and enjoy what they read or have read to them. We place an important emphasis on vocabulary – knowing, understanding and being able to use new words, linked to our reading, but also as part of all our wider curriculum teaching. Focus vocabulary is identified on teacher’s planning and is linked to the stage of development of our children.

Each term our English teaching is underpinned through the sharing of ‘book hooks’, high-quality texts chosen for their links to our topics and wider curriculum learning, as they are award winning texts and authors recommended by reputable Literacy organisations, and for the opportunities they offer for PSE and rich vocabulary development. In Early Years we use the ‘5 a day’ approach, where each week the children listen to, interact with, and enjoy the same story five times every day. Through this they gain a greater familiarisation with the story and its quality vocabulary, enabling them to readily and with fluency recount, retell and revise the story. They use their in-depth knowledge to re-enact stories and to create their own based on ones they know, making use of the new words in their conversation and play. In Key Stage 1, children will explore their ‘book hook’ in depth over several weeks.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i></p> <p>Children will listen to stories about children and families and be able to relate to this. They will develop listening skills, hearing environmental sounds in books, and will join in with repeated refrains.</p>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i></p> <p>Children will enjoy role play liked to the stories they hear and join in with repeated refrains. They will answer simple questions about ‘what’ is happening in the stories and ‘what’ they can see in illustrations.</p>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i></p> <p>Children will describe settings using the illustrations in the book hooks. They will understand and respond to ‘who; questions about the characters and events. They will be supported to talk about books they have enjoyed.</p>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i></p> <p>Children will learn about non-fiction books, that they give us information and story books are ‘made up’. They will understand and respond to ‘where’ questions. They will develop role play linked to what they have heard in books.</p>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i></p> <p>Children will know when a book is fiction and non-fiction, spotting what is real and imaginary. They will begin to think about ‘when’ things happen. Children will join in rhythm and rhyme and repeated refrains. They will remember and retell</p>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i></p> <p>Children will explore and understand ‘why’ questions in relation to the books they enjoy. They will talk about characters, settings and events in stories, using vocabulary they have learnt through the year. They will make up their own games,</p>

	<p>Children will build on their experience of sequencing from Reception. They will look in more depth at characters and be able to answer questions about stories they know well.</p>	<p>Children will build on prediction skills developed in Reception and will be able to talk confidently about characters. They will use and discuss descriptive passages in more detail.</p>	<p>Children will develop empathy with a character and explore and use vocabulary linked to settings, so they can make more meaningful descriptions. They will consider and formulate their own questions about a book to develop their own comprehension.</p>	<p>Children will talk with their peers about how characters are feeling, make predictions about what will happen next and offer their own opinions about what they have read. They will be encouraged to use their imagination in response to the book hook when talking with their teachers and friends.</p>	<p>Children will draw on the wealth of vocabulary they have acquiring throughout the year, using new words in their conversation about books. They will focus on inference and retrieval skills, talking about what is happening and predicting what might happen next, and using prior knowledge to answer more in-depth questions, making links with prior knowledge.</p>	<p>Children will use this familiar story to explore story sequencing, story endings and thinking about why events unfold as they do. They will compare different versions of stories, and answer questions drawing on the comprehension skills they have learnt throughout the year, in readiness for Year 2.</p>
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<p>Year 2</p>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i> Children will build on the comprehension skills developed in Year 1, creating story maps and sequencing familiar stories to enable retells. They will read as well as listen to the story, focusing on inference and retrieval skills. They will develop their range of vocabulary by discussing meanings of words they encounter in stories.</p>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i> Children will progress to reading a chapter book, to broaden their experience of literature, and to enable them to answer more in-depth questions. They will make links and comparisons with their own experiences and the story. They will identify key events in stories and explore their significance.</p>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i> Children will learn how to use the features of information texts, such as contents, page numbers, index, and they will retrieve information by searching for key vocabulary. They will be able to answer questions more precisely using the information they have found, paraphrasing where possible, showcasing their understanding.</p>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i> Children will link personal experiences with the books they read, building up comparisons of settings/ locations. They will use expanded noun phrases to describe characters in more detail, making inferences about personalities from what they have read. They will use their confident sequencing skills to orally discuss and retell the story, in preparation for writing.</p>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i> Children will discuss the meaning of new words they encounter, linking this to words they already know, developing emotive language linked to their PSE learning. Children will be encouraged to share their emotional responses to what they read, helping them to engage in meaningful book talk. Acting out well-known stories will consolidate sequencing.</p>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i> Children will draw on their experiences of the world to discuss and compare with notes provided by the author of our book hook. They will use the language modelled in the book, alongside the vocabulary and phrases they have learnt over the year, to create word banks. These will feed into their discussions, enabling the children to offer opinions and create book reviews. Skills acquired over the year will be consolidated in readiness for Year 3/KS2.</p>
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English Curriculum Overview ~ Writing ~ Composition and editing, vocabulary, grammar and punctuation

Each term our English teaching is underpinned through the sharing of 'book hooks', high-quality texts chosen for their links to our topics and wider curriculum learning, as they are award winning texts and authors recommended by reputable Literacy organisations, and for the opportunities they offer for PSE and rich vocabulary development. The texts we have enjoyed reading together provide quality models for children's writing as well as interesting stimulus for developing their own creativity in writing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will be supported to speak in sentences, to share their own thoughts. Teachers will model putting children's ideas into sentences for them to copy. Teachers will encourage the use of new words children have learnt. Children will see teachers making marks on paper and make their own marks on paper. Children will be taught 'squiggle shapes' - a precursor to letter formation, linked to the four 'letter families'; curly caterpillars, long</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will share their ideas for writing, speaking in sentences, being encouraged to do this through teacher modelling and repetition. They will be taught to clap the end of a sentence, so they become aware of sentences having a clear end. Teachers will remind children to use new words learnt in their sentences. Children will hear teachers modelling sentences being broken into words slowly, and see the teacher writing, narrating as they write. They will see</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will continue to share their ideas speaking in sentences, needing less support to do so. They will begin to use new words in their sentences with less prompts. Children will hear teachers modelling sentences being broken into words slowly, to help record them, and see the teacher writing. They will see teachers modelling the use of a full stop at the end of a sentence. After teacher modelling, children will compose their own ideas, speaking in sentences, and will make marks</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will continue to share their ideas speaking in sentences. More and more they will use new words in their sentences. Children will help the teacher to break their own sentences into words so that the teacher can record their ideas. They will be taught to clap the end of a sentence, beginning to associate this with a full stop. After teacher modelling, children will compose their own ideas, speaking in sentences, and 'have a go' at writing them, having a clear intention about what</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children compose their own sentences for writing, speaking in sentences and using new words from our book hooks and topic work. They will say their sentences slowly to break them into the words, so that they or a teacher can record them. They will say each word as they make a mark and may remember to put a full stop at the end of their 'writing. They will be encouraged to always narrate as they write. Children will continue to practise writing our 'squiggle shapes', and</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will compose sentences for writing, including new words from our book hooks and topic work. They will independently break a sentence into its words for themselves or a teacher to record. They will write from top to bottom, left to right, narrating their own writing, knowing each mark represents a word. Children will write our 'squiggle shapes' recalling the blurbs. Correct pencil grip will be used.</p>

	ladders, one-armed robots, zig zags. Correct pencil grip will be reinforced.	teachers modelling the use of a full stop at the end of a sentence. Children will make marks of their own, knowing that they need a pencil to do so. Children will continue to learn the 'blurbs' linked to our 'squiggle shapes' and use them to 'write' these shapes. Correct pencil grip will be reinforced.	of their own more confidently, knowing they are recording their ideas. Children will continue to practise writing our 'squiggle shapes' and will respond to reminders about correct pencil grip.	they want to write about. Children will continue to practise writing our 'squiggle shapes' and will respond to reminders about correct pencil grip.	can recall the blurbs. Correct pencil grip will be used.	
Reception	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will develop their understanding that writing is used to convey meaning. They will use talk to organise their thinking and use newly learnt words as they talk about books and in their play. They will be supported to write one word at a time using 'say the sounds, write the word'. Children will have a comfortable tripod</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will talk about books and their own ideas for writing using longer sentences and including new and interesting words they have encountered in stories. They will spell words using 'say the sounds, write the word', rereading what they have written to check it is correct. Children will have a comfortable tripod pencil grip and be</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will pretend to characters in stories they know well and pretend to be them in their writing. They will orally rehearse what they intend to write. They will listen to non-fiction books and write about new facts they have learnt. New words linked to what has been read will be used in their writing. Children will be supported to use</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will use story language in their own writing. New words linked to what has been read will be used in their writing. They will read back their own work, supported to make sure it makes sense and has correct spelling, using the phonics they know. They will use finger spaces between all words and increasingly full stops</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will use writing to described events in stories and in their own lives, using new and interesting words they have encountered. They will orally rehearse sentence ideas and re-read their writing to check for meaning and spelling. Children will begin to start a sentence with a capital letter and will use finger spaces</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will put into practise all the skills they have been learning in Reception, writing simple sentences that can be read by others. They will use new and interesting words in their writing and will re-read to check for sense and correct spelling. Children will continue to develop an understanding and use of capital letters</p>

	pencil grip and be taught how to form lower case letters, using our handwriting scheme, Kinetic Letters.	taught how to form lower case letters, using our handwriting scheme, Kinetic Letters.	finger spaces between words. They will read back their own work, supported to check spelling. Children will practise lower case letter formations, using our handwriting scheme, Kinetic Letters.	at the end of sentences. Children will practise lower case letter formations, using our handwriting scheme, Kinetic Letters.	and full stops accurately. Children will practise lower case letter formations, and be taught relevant upper-case letter formations, using our handwriting scheme, Kinetic Letters.	for the start of sentences and names and will comfortably use finger spaces between words and full stops at the end of sentences. Children will practise lower case letter formations, and be taught relevant upper-case letter formations, using our handwriting scheme, Kinetic Letters.
Year 1	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Buidling on their experiences in Reception, children will understand that sentences need capital letters, finger spaces and full stops and will use these to punctuate their own writing. Children will learn what nouns and adjectives are and write simple sentences including adjectives. Children will use our handwriting scheme, Kinetic Letters to practise lower- and</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will learn about using capital letters for names (proper nouns) and what verbs are. They will use simple plans and story boards to organise their own writing ideas and use these to support their independent writing. Children will use our handwriting scheme, Kinetic Letters to practise lower- and upper-case letter formation, to develop</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will write descriptive sentences using a range of nouns and adjectives. They will use 'and' to join words and extend simple sentences. Children will know that words can be informative as well as descriptive through a non-fiction writing focus. Children will use our handwriting scheme, Kinetic Letters to learn diagonal joins, helping to develop a</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will use simple plans and storyboards to help them with their own writing, sequencing sentences to write short narratives. They will be supported to make simple changes and improvements to their own writing. Children will use our handwriting scheme, Kinetic Letters to learn new diagonal joins, helping to</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will correctly use capital letters for pronoun 'I' and for place names. They will build their knowledge of punctuation and learn how to use question marks in their own writing. They will use 'because' to extend simple sentences. Children will use our handwriting scheme, Kinetic Letters to learn new diagonal and horizontal joins, helping to develop a</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will use their own simple plan to sequence writing and will understand that stories need a beginning, middle and end. They will use all the punctuation taught in their own writing and learn how to use exclamation marks effectively. Children will use adjectives and conjunctions to make their writing more interesting. They will re-read and make</p>

	upper-case letter formation, to develop a fluent handwriting style.	a fluent handwriting style.	fluent handwriting style. They will use 'and' to join words and phrases.	develop a fluent handwriting style.	fluent handwriting style.	their own small changes to their work to make sure it makes sense. Children will use our handwriting scheme, Kinetic Letters to learn new horizontal joins, helping to develop a fluent handwriting style.
Year 2	<i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i> Consolidating the skills learnt in Year 1, children will create simple plans to support their writing, including word banks. They will understand and be able to use adjectives and conjunctions (and, because) to extend their sentences. Children will use our handwriting scheme, Kinetic Letters to learn new diagonal and horizontal joins, helping to develop a fluent handwriting style.	<i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i> Children will build their knowledge of different types of writing and will continue to use simple plans and word banks to support their composition. They will learn how to use expanded noun phrases in their writing, remembering what the words noun, verb and adjective mean. Children will understand and use the past and present tense and be able to use this correctly in their writing. They will learn new coordinating	<i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i> Children will build on previous planning work to create new types of plans to support their writing, such as timelines and mind maps. They will be able to use appropriate types of sentences, such as statements, questions, commands and exclamations and will use basic layout conventions in different forms. They will understand and be able to use adverbs. Children will use our handwriting scheme, Kinetic Letters to	<i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i> Children will write for different purposes using the knowledge they have gained about punctuation and grammar, including writing effects such as openers, conjunctions and punctuation. Children will understand and know how to use new subordinating conjunctions (when, what, if) in their writing as well as commas in a list. Children will use our handwriting scheme, Kinetic Letters to learn new diagonal	<i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i> Children will have the opportunity to apply the skills they have been learning throughout the year in writing their own story linked to the book hook, adapting and reimagining. Children will understand and know how to the subordinating conjunctions 'when', 'that' and 'if' as openers. Children will use our handwriting scheme, Kinetic Letters to learn new diagonal and horizontal joins, helping to develop a	<i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i> Children will apply all the learning from Year 2 to write independently in a variety of ways, ensuring they are ready for transition to Year 3. Children will use our handwriting scheme, Kinetic Letters to learn new diagonal and horizontal joins, helping to develop a fluent handwriting style.

		<p>conjunctions (or, but, so) and be able to use these in their writing, and they will know about different sentence types (statements, questions, commands and exclamations). Children will use our handwriting scheme, Kinetic Letters to learn new diagonal and horizontal joins, helping to develop a fluent handwriting style.</p>	<p>learn new diagonal and horizontal joins, helping to develop a fluent handwriting style.</p>	<p>and horizontal joins, helping to develop a fluent handwriting style.</p>	<p>fluent handwriting style.</p>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Children will hear and copy voice sounds.	Children will orally blend 2- and 3-syllable words.	Children will react to rhymes in stories and sentences.	Children will spot words that begin with the same sounds.	Children will hear beginning and end sounds in words.	Children will orally blend and segment CVC words
Reception	Children will orally segment CVC words. They will begin to spell VC and CVC words containing Sounds-Write code they have been taught.	Children will spell VC and CVC words containing Sounds-Write code they have been taught. They will apply the strategy of 'say the sounds, write the word'.	Children will spell CVC, VCC and CVCC words containing Sounds-Write code they have been taught (consonant digraphs and adjacent consonants). They will apply the strategy of 'say the sounds, write the word'.	Children will spell CCVCC, CVCCC and CCCVC words containing Sounds-Write code they have been taught (consonant digraphs and adjacent consonants). They will apply the strategy of 'say the sounds, write the word'.	Children will spell polysyllabic words: saying the sounds in each syllable to write the word. They will apply the strategy of 'say the sounds, write the word'. Children will spell words containing vowel digraphs and taught 'common exception words'.	Children will spell words containing Sounds-Write 'extended code' they have been taught. They will apply the strategy of 'say the sounds, write the word'. Children will spell words containing vowel digraphs and taught 'common exception words'.
Year 1	Children will spell words containing Sounds-Write code they have been taught, including words containing consonant digraphs, vowel digraphs/ trigraphs and words with alternate vowel phonemes. Children will learn to name the letters of the alphabet. They will spell words with consonant digraphs	Children will spell words containing Sounds-Write code they have been taught, including words containing consonant digraphs, vowel digraphs/ trigraphs and words with alternate vowel phonemes. Children will continue their learning, from last half term, to name the letters of the alphabet, spell words	Children will spell words containing Sounds-Write code they have been taught, including words containing consonant digraphs, vowel digraphs/ trigraphs and words with alternate vowel phonemes. Children will spell verbs where no change is needed to the root of the words by adding the endings	Children will spell words containing Sounds-Write code they have been taught, including words containing consonant digraphs, vowel digraphs/ trigraphs and words with alternate vowel phonemes. Children will spell comparative adjectives where no change is needed to the root	Children will spell words containing Sounds-Write code they have been taught, including words containing consonant digraphs, vowel digraphs/ trigraphs and words with alternate vowel phonemes. Children will spell words with plurals of nouns and verbs, adding -s and -es to words.	Children will spell words containing Sounds-Write code they have been taught, including words containing consonant digraphs, vowel digraphs/ trigraphs and words with alternate vowel phonemes. Children will spell words with the addition of the prefix un-. They will understand that

	and some vowel digraphs / trigraphs and words with alternate vowel phonemes. They will divide words into syllables to aid spelling. They will spell Year 1 common exception words linked to Sounds-Write code that has been taught. They will understand compound words are two words joined together.	with consonant digraphs and some vowel digraphs / trigraphs and words with alternate vowel phonemes and divide words into syllables to aid spelling. They will spell Year 1 common exception words linked to Sounds-Write code that has been taught. They will understand compound words are two words joined together.	-ing and -ed. They will understand what a vowel is.	word, adding -er and -est.		vowels can make short and long sounds.
Year 2	<p>Children will spell compound, monosyllabic and polysyllabic words containing Sounds-Write code they have been taught, applying their phonic knowledge.</p> <p>Children will spell words ending in -le -el -al and il. They will spell words with the /s/ sound spelt c before e i and y.</p>	<p>Children will spell compound, monosyllabic and polysyllabic words containing Sounds-Write code they have been taught, applying their phonic knowledge.</p> <p>Children will spell words with the /j/ sound spelt as ge, dge and g. They will spell /j/ as g in words before e i and y. They will spell homophones and near homophones. They will spell /er/ as or after w and spell</p>	<p>Children will spell compound, monosyllabic and polysyllabic words containing Sounds-Write code they have been taught, applying their phonic knowledge.</p> <p>Children will alter spellings of root words by adding -ies to nouns and verbs ending in y. They will correctly spell words, adding -ing -ed -er -est and -y to words of one syllable ending in a single letter after a short vowel. They will</p>	<p>Children will spell compound, monosyllabic and polysyllabic words containing Sounds-Write code they have been taught, applying their phonic knowledge.</p> <p>Children will spell words with the /r/ sound spelt wr at the beginning of words. They will use and spell words with the suffixes -ment -ness -ful and -less. They will spell words adding -ed -ing -er and -est to root</p>	<p>Children will revise all Sounds-Write code they have been taught. Children will spell words using their phonic knowledge.</p> <p>Children will consolidate their knowledge of spelling conventions throughout the summer term, in readiness for Year 3/KS2.</p>	<p>Children will revise all Sounds-Write code they have been taught.</p> <p>Children will confidently, accurately and fluently spell words using their phonic knowledge and knowledge of spelling conventions, ready for Year 3/KS2.</p>

		words with contractions.	spell /or/ as ar after w and spell words ending in -tion. They will spell words with the suffix -ly and know that -ly turns adjectives into adverbs.	words beinding in y or e with a consonant before it. words with the suffix -ly. They will use -ly to turn adjectives into adverbs. They will spell words with the /r/ sound spelt 'wr' at the beginning of words. They wi;; use and spell words with the suffixes		
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